

**Syllabus**  
**Psychology 5545—Introduction to Family & Marital Therapy**  
**Fall 2021**

Meeting Times: MW 4:00–5:15 PM, Room: Zoom, Synchronous/Hybrid?

Credit Hours: 3

Instructor: Saadia McLeod, Ph.D.

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Office Hours: Mondays—1:00–2:00 PM

Wednesdays—1:00–2:00 PM

Office hours will be conducted by email. If students need to have a Zoom meeting, we can arrange that ahead of time.

Textbook: Gehart, D. (2016). *Theory and treatment planning in family therapy: A competency-based approach*. Belmont, CA: Brooks/Cole.

### Course Description

Class meetings will contain both lecture and discussion formats. Lectures will be comprised of both formal presentations and videotapes. Discussions will be built into class meeting periods based upon assigned articles and related materials.

This class is designed for first-year graduate students. It is designed to be an introduction to general systems theory and the family systems theories that derive from this general model. Students will learn the conceptual framework that changing one element of a system will necessarily change the entire system. Thus, even in individual therapy, the changed client will affect the system in which he/she is embedded.

### Evaluations

There will be two take-home midterm examinations, a term paper, and class presentation/participation credit. All examinations will be essay format, with students given a choice of essays to answer. Students will be expected to integrate lecture material with assigned readings. The point breakdown is as follows:

Midterm #1	30 points
Midterm #2	30
Term Paper	25
Presentation/Participation Credit	15

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100 points

Letter grades for the course:

<b>Grade</b>	<b>Points</b>
A	92–100
A–	90–91
B+	88–89
B	80–87
B–	79–79
C+	76–77
C	68–75
C–	66–67
D	62–65
F	61 or below

## Presentations/Participation

There will be teams of presentations at the end of the course. Students will be assembled in groups of two or three and will present the theories in chapters 13, 14, 15, and 16. Students will decide how they want to divide the chapter information on their own. Students are also expected to contribute to class discussion during lectures and presentations.

## Term Paper

The requirement of the term paper is for students to select any family therapy theory discussed during the semester and apply this theory to their family of origin when they were around 15 years old ( $\pm 2$  or 3 years). This will allow for older siblings (if any) to still be around and younger ones (if any) to be old enough to have a significant influence in the family dynamics. Students will apply this theory to how they might assess and intervene in a problem in which the family must deal. This problem can be a real problem or it can be a hypothetical one. For example, if your family encountered a real difficulty in the past, you might apply a theory to this problem in a manner that you wished a therapist might have intervened. If your family was a relatively “normal” family that did not have any major difficulties, you can invent a problem and speculate on how members of your family might respond to this difficulty and how a therapist might intervene. The purpose of this paper is to **demonstrate how well you can apply the theory to a problem**. The paper should be a minimum of 10 pages but no longer than 15 pages, typed and double-spaced.

## Schedule

Date	Topic	Chapters
Aug	24 Introduction to course; the Recovery Model	
	26 Theory and Therapy	1
	31 Research and ethical considerations	2
Sep	2 Case conceptualizations	3
	7 Labor Day—no class	
	9 Assessments	3
	14 Philosophical foundations	4
	16 Philosophical foundations, cont.	4
	21 Systemic therapies	5
	23 Systemic therapies, cont.	5
	28 Strategic family therapy	6
	30 Strategic family therapy, cont.; review for Midterm #1	6; 1–6
Oct***	5 <b>Midterm #1:</b> Submit to Canvas	<b>1–6</b>
	7 Review of Midterm #1; Structural family therapy	7
	12 Structural family therapy, cont.	7
	14 Structural family therapy, cont.	7
	19 Virginia Satir’s growth model	8
	21 Virginia Satir’s growth model, cont.	8
	26 Symbolic-experiential and internal family systems	9
	28 Psychoanalytic underpinnings of intergenerational family therapies	10
Nov	2 Intergenerational and psychoanalytic family therapies, cont.	10
	4 Intergenerational and psychoanalytic family therapies, cont.; review for Midterm #2	10; 7–10
***	9 <b>Midterm #2</b> Submit to Canvas	<b>7–10</b>
	16 Review of Midterm #2; solution-based therapies	12
	18 Narrative therapy	13
	23 Student presentations of behavioral, cognitive-behavioral therapies	11
	25 Student presentations of solution-based and narrative therapies	12, 13
	30 Student presentations of collaborative and emotionally focused therapies	14, 15
Dec	2 Student presentations of functional family and group therapy with couples	15, 16
***	7 <b>Term papers due by 5:00</b>	

Make-up exams will not be given unless the student has an **extremely** good reason for missing the exam. Not being prepared or merely forgetting an exam time does not constitute a good reason. No one will be allowed to drop the course unless there is an **extremely** good reason. Doing poorly does not constitute a good reason.

Please note that there are two executive orders from the CSU's Office of the Chancellor that limit what information faculty members are able to keep confidential. These are Executive Order 1096 (which relates to reporting of campus sexual assaults) and Executive Order 1083 (which relates to mandatory reporting of child abuse). What this means is that CSU faculty members are what is called "mandatory reporters," which means that once we are apprised of such incidents, we are required to report the incident to our Title IX officer on campus, regardless if the student wants this information reported or not. It may very well be that you would like the information reported but you do not know whom to approach about this information, in which case our mandatory reporting requirements will be desirable to you. However, if you just wanted to emote about an incident but do not want it reported, neither you nor I have any choice in this matter, and once it is divulged, I must report it. This is just to let you know about the kinds of requirements under which we all are operating.

### **Resources:**

Student Health Center: <https://www.cpp.edu/~healthcounseling/health/index.shtml>

Counseling and Psychological Services: <https://www.cpp.edu/~healthcounseling/counseling/contact-counseling.shtml>

Wellness Center: <https://www.cpp.edu/~healthcounseling/wellness-services/index.shtml>

Survivor Advocacy Services: [https://www.cpp.edu/~healthcounseling/survivor\\_advocacy/index.shtml](https://www.cpp.edu/~healthcounseling/survivor_advocacy/index.shtml)

Financial Aid & Scholarships: <https://www.cpp.edu/~financial-aid/index.shtml>

Food Bank (Poly Pantry): <https://www.cpp.edu/~basicneeds/food-resources/poly-pantry.shtml>